

Unit Planning Guide: Grade 2- Unit 4 of 6

Unit Title: Folktales: Stores from Long Ago	Pacing (Duration of Unit): 5 weeks
Grade: 2	Buffer Day(s):2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment.

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.MA.8a Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- **WMA.2.3a** Write stories or poems with dialogue.

WiDA Standards (ELL)

-
-
-
-
-

To be completed in collaboration with the ELL Department

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Folktales are stories that have been told orally from generation to generation.
- Folktales change as they are told and retold.
- Folktales have distinct structures and purposes.
- Characters in folktales have specific qualities and roles.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is a folktale?
- Why do people retell folktales?
- How are the characters in different folktales similar?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The elements, language, and structure of folktales
- The purpose of listening to and reading folktales
- The common lessons or themes found in folktales

Key Vocabulary
Folktale
Moral
Differences
Similarities

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Analyzing story elements, language, and structure in folktales
- Comparing various versions of the same folktale
- Identifying lessons or themes in folktales